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ABSTRACT

The purpose of this quinmester course is to engage secondary students into acting out the role of legislators, requiring them to practice effective extemporaneous speaking, prepared public speaking, and congressional debating techniques. A full understanding of specific parliamentary procedures and methods used in the federal legislative branch is also required. Objectives of the course are for students to: 1) examine the basic techniques used in preparation and delivery of a persuasive speech; 2) construct a mock legislature; 3) formulate a bill reflecting a specific point of view on a current issue of considerable public interest; 4) debate the issues involved in a specific bill; 5) synthesize all points of view expressed in the legislative debates. It is hoped that by the end of the course the student will realize that legislation is a long and careful process which prevents hasty law making. Legislation is seen as an avenue for solution of problems in society and a process that will insure the success of our American government. Student and teacher bibliographies are provided including textbooks, films, records, and tapes in the list of resources. Related documents are: SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

YOU, TOO, CAN BE A LEGISLATOR!

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5196.02
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English, Debate, American History

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Written by Barbara R. Tyler
and
Joan Biesekerski
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE NUMBER

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COURSE TITLE: YOU, TOO, CAN BE A LEGISLATOR!

COURSE DESCRIPTION: A course in which students become imaginary legislators. The classroom is the legislative house; elected students run the Congress under the rules of parliamentary procedure. Students will write suggested pieces of legislation and employ congressional debate techniques in the ensuing debates. Students interested in public affairs and willing to give speeches enjoy this type of course.

I. PERFORMANCE OBJECTIVES

A. Students will examine the basic techniques used in the preparation and delivery of a persuasive speech.

B. Students will construct a mock legislature based upon the specific procedures and methods used in the federal legislative branch.

C. Students will formulate a bill reflecting a specific point of view on a current issue of considerable public interest.

D. Students will discuss critically or debate the issues involved in a specific bill.

E. Students will synthesize all points of view expressed in the legislative debates.

II. COURSE CONTENT

A. Rationale

The purpose of this quinmester course is to use the study of the process of lawmaking on a national level as a vehicle for promoting effective speaking techniques, especially in the area of legislative debate. The students will become directly involved in a mock legislature and will employ effective debate techniques in promoting passage of bills which they sponsor. Legislative debate is an excellent forum for training in extemporaneous as well as debate speaking and also for training in the practical use of parliamentary procedure.

At the end of the study the students should realize not only that legislation is an important avenue for the solution of problems in our society, but also that legislation is a long and careful process. Although this process may appear slow, it prevents hasty legislation and helps to give the nation the important laws that it needs to insure the success of our American government.

B. Range of subject matter

1. Basic speech techniques

a. Effective language
b. Delivery techniques

2. Persuasive speech

a. Uses today

(1) Political speeches
(2) Television commercials

b. Essentials of a persuasive speech

3. The setting up of a mock legislature

a. Campaign speeches
b. Election of political office holders
c. Duties of office holders concerning the passage of a bill into a law
d. Rudiments of parliamentary procedure

e. House and Senate leaders
f. Presidential address to Congress

4. Formulating of bills

a. Background research and survey taking
b. Writing of bills in specified form

5. A mock legislature in action

a. Introduction of bills in House
b. Selection of bill to be considered
c. Selected bill reintroduced in House
d. Legislative debate over bill in the House
e. Third reading of the bill in the House
f. House voting on the bill
g. Passed bill goes to Senate
h. Procedures a-f followed in Senate
i. Passed bill goes to President

6. Synthesizing of information

a. Critical evaluation of debate techniques used during legislative sessions
b. Predictions of effects of passed bill
c. Summary speech of all legislative activities

III. TEACHING STRATEGIES

OBJECTIVE A: Students will examine the basic techniques used in the preparation and delivery of a persuasive speech.

1. Hold a discussion about the question, "What elements will you find in a good speech?" List the ideas that the students come up with on the blackboard. Have the students select the 5 or 6 ideas which, to them, are the most important.

2. The film Say What You Mean may be shown. A discussion should then be held comparing what the film had to say about effective language in a good speech to the ideas in the list the students made up in activity #1.

3. The film Is There Communication When You Speak may be shown. A discussion can then be held concerning the process by which a speaker gets his point across to the audience.

4. Play the tape recording Documents and Speeches of America, Vol. 2. Ask the students if these speeches had anything in common. Hopefully the students will see that all of these speeches were delivered to persuade the audiences.

5. Have the students read the following selections from Speech for Today: "Against Catiline," "To Her Soldiers in Time of War," "Before Being Sentenced to Death," and "Give Me Liberty or Give Me Death" (pp. 437-446). Ask the students what these speeches have in common.

6. Pose the following question to the students: "In what areas is the persuasive speech used today?" List students' answers on the blackboard.

7. View the film Propaganda Techniques and discuss the devices shown in the film.

8. Give the students a bland paragraph completely devoid of any persuasive devices. Have them reword the paragraph using any propaganda device they wish to slant it in an obvious direction.

9. Have the students view several TV commercials. Have them jot down the different methods of persuasion that they observed. A class discussion about these various methods may be held.

10. Divide the students into groups. Have each group make up a one minute commercial for the follwing products:

BIPO Dog Food
RID-O-BUG Spray
NO-SNIFF Spray Starch, etc.

The students may make up their own products if they wish. This commercial should capture attention and interest, build a desire for the product or service. The opening should establish immediate contact with the listener, secure attention and interest for the message to follow, and stimulate the desires of the listener in a manner that is direct and personal. The commercial should contain one central idea and ask for action on the part of the listener. (If more information is needed, refer to The Speech Arts, Teacher's Edition, pp. 17-18.)

11. Have each group present their commercial. Have the class judge which was the most persuasive and why.

12. Commercials may be recorded on tape and then played back and evaluated after each group has given their presentation.

13. Have the students attend any local political rally. They should make note of any elements of persuasion which they recognize when listening to the political candidates.

14. Any local political candidate may be asked in to speak to the students concerning not only his views but how he attempts to get his views across to the public.

15. Have the students read pp. 125-129 in Modern Speech on the essentials of a persuasive speech. Discuss the ideas that these pages brought up. List the more important elements on the board.

16. View the film The Making of the President 1960 - Parts 1 and 2. Discuss the essentials of effective speech making as shown bv the film.

The following activities are preliminary steps to the setting up a mock legislature.

17. Have the students make up campaign speeches. They may

campaign for either Senator or President and Vice-President (2 students would be running together on same ticket).

18. Students may choose to run on either a Democratic or Republican ticket.

19. The class may be divided into certain states with 6 students per state. They may prepare their campaign speeches with state politics in mind if they wish.

20. If the students have selected political parties to represent, they may research the stands which the political parties have taken on major issues. Their campaign speeches should reflect these stands.

21. Each student should present his campaign speech to the class. After each speech is given, the students should make a written evaluation of the delivery of the speech by listing the strengths and weaknesses they observed in the delivery.

22. An over-all election can be held in which a specified number of Senators and a President and Vice-President are elected. This election should be based strictly on the effectiveness and the persuasiveness of the speeches. The remaining class members would automatically become house representatives. (For example, in a class of 34, there would be 1 President, 1 Vice-President, 6 Senators, and 26 Representatives.)

23. From the evaluations written in activity #21, the students should select the evaluations for the winning speeches. They should compare these evaluations and come up with a list of common strengths which all of these speeches contained.

24. Divide the students into groups. Give each group 3 or 4 campaign speeches in written form. Have them select the best one based on content alone. They should make a list of the strengths (organizational and persuasive-wise) which they found in the speech.

25. Have the class compare the winning speeches in activity #23 to those in activity #24. Have the class discuss the following questions: "Which is more important, the delivery or the content of the speech? Why?" and "Do you need both a good delivery and good content when making an effective speech?"

OBJECTIVE B: Students will construct a mock legislature based upon the specific procedures and methods used in the federal legislative branch.

1. The class will participate in a mock legislature (including 2 members of the executive branch) and will actually go through the steps of passing bills into laws. The students should use American Civics or any other state-adopted texts, plus other books and pamphlets to research and write all their duties concerning the passing of a bill into law.

2. View one or more of the following films: Legislative Process, Florida's Legislative Process, State Legislature, The Congress.

3. Discuss the questions "What is parliamentary procedure?" and "Why is parliamentary procedure needed?"

4. For a foundation in parliamentary procedure, have the students read pp. 280-307 in Modern Speech or pp. 286-305 in The Speech Arts. Discuss the main points brought out in the text. List those procedures which will be followed by the class.

5. View the film Parliamentary Procedure. Discuss the specific information shown in the film.

6. Select several top students (perhaps the President and Vice-President) to read pp. 338-360 in Speech for Today concerning parliamentary procedure. Have them select those procedures which, they feel, the class should follow. Have them present these procedures to the rest of the class. In the future they may act as experts on any parliamentary procedure questioned.

7. The student taking the role of President should prepare a brief speech concerning what legislation is needed on major issues. This speech will be given at a later date at a joint meeting of the members of Congress.

8. Have student taking role of President listen critically to any of the records Franklin Delano Roosevelt: Message to Congress for a basis for his speech.

9. The members of Congress should separate into two houses. The members of the House should elect a Speaker. The Vice-President will act as President of the Senate.

10. View the film Speaker of the House for additional information on this office.

11. The two houses should be called back together for a joint session of Congress. The President will then give a 5-10 minute speech concerning his recommendations for needed legislation.

12. The members of Congress should take notes concerning the President's recommendations.

13. The two houses should be divided again in preparation for the writing of a bill.

OBJECTIVE C: Students will formulate a bill reflecting a specific point of view on a current issue of considerable public interest.

1. Before selecting a topic for a specific bill, the students should be assigned the reading of several issues of a daily newspaper or magazines. They should concentrate on the front pages and editorial section of the newspaper. They should take notes on any issue which interests them.

2. The students should listen to radio and TV newscasts. They should take notes on issues of interest.

3. View the film Public Opinion as a basis for activities #4 and #5.

4. The students could take a poll of fellow students as to which issues, they think, are vital today. They could use this poll as a basis for deciding which issue to write a bill on.

5. The students may make a questionnaire consisting of questions on major issues today which could be passed out to the neighborhood or to teachers. The results of this questionnaire could form the basis for a bill.

6. Once the students have researched various areas concerning the major issues of today, they should select the topics for their bills.

7. The students (within each house) should be placed in committees according to interest. Each student should begin specific research on his topic.

8. If the students are representing various political parties, they may research the views of their parties on the topic they have selected.

9. If the students are representing various political parties, they may wish to compare their own views to the views of their parties and come up with composite ideas. If their campaign speech was devoted to a particular issue, they should write a bill of needed legislation on this issue.

10. The students may wish to do general research on their topics and gather <u>all</u> views for the preparation of their bills. They may also wish to refer to the recommendations made in the President's opening speech to the joint session of Congress.

11. The bill should take the following form: It should be titled; it should be written on lined notebook paper; each line should be numbered.

12. The members of the House should meet in the front of the room after the bills have been written. The House Clerk, appointed by the Speaker, will introduce to the entire House the bills written.

13. After each bill has been given a first reading, the House Clerk will give it a letter and a number.

<u>Examples</u>:

<u>Bill</u>	<u>Letter</u>	<u>Number</u>
Air pollution bill	HR	1
Withdrawal of Troops in Vietnam	HR	2

14. After the bills have been read, lettered, and numbered, the Speaker will select any 5 members of the House and place them on a standing committee. The members of the committee will choose a chairman. The bill should be given to the standing committee for analysis. Such an analysis should consist of discussing how much the bill is needed and if it is worthwhile.

15. During this discussion, the committee should hold public hearings by calling witnesses to testify for and against ideas presented in the various bills. These witnesses can consist of students in the class who feel competent in giving factual opinions concerning material in the bills. Outside speakers and competent students from other classrooms may also be called to testify.

16. After the questioning of the witnesses and any further needed discussion, the members of the committee should select the bills which they feel have the most merit, based on present need. They should decide if any bill needs to be reworded and act accordingly.

17. They should then prepare the bills selected for their second reading in the House by attaching a written recommendation for their further consideration. (Such a recommendation might read as follows: We, the members of the standing committee, feel that the following bill, HR-1, has definite merit and should be considered by the House of Representatives for possible passage into law.) The bills which have not been selected will receive no further consideration and will "die in committee."

OBJECTIVE D: Students will discuss critically or debate the issues involved in a specific bill.

1. Have the students attend any current debate tournaments.

2. Invite members of a debate team to discuss techniques of debate with the class.

3. Have the students attend town hall meetings and open School Board meetings.

4. View the film <u>A Law is Made</u>. After the film, play a game of jeopardy or any other question-answer quiz game

to serve as a review before the class actually goes into the final processes of passing a bill into a law.

5. Members of the mock legislature now know the issues to be debated. They should research accordingly and be prepared to defend or negate the bills up for passage.

6. The members of the House should be called together again in the front of the classroom for the second reading. The House Clerk should give the second reading by reading aloud the title and contents of the chosen bill, line by line.

7. The House members should participate in parliamentary debate. The procedure is governed by Robert's Rules of Order.

8. The debate is begun by the author of the bill speaking on its behalf.

9. Before beginning the debate, the class members may sit on the side of the aisle corresponding to their feeling. As the debate progresses, members may move to the other side of the aisle to indicate a change in their feeling about the topic.

10. Speakers are restricted to 5 minutes for their presentations. An affirmative speech should alternate with a negative speech.

11. With the permission of the chair, speakers may be interrupted or asked to yield the remainder of their time to another speaker.

12. Since the proceedings are governed by Robert's Rules of Order, a motion to close debate may be crucial in determining the passage or failure of the bill.

13. Sometimes the author is given the final opportunity to speak on behalf of his bill.[1]

[1]Lewis, George L, Russell I. Everett, James W. Gibson, Kathryn T. Schoen. Teaching Speech. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969, pp. 384-85. (Activities #7-13 are adapted from the information presented.)

14. After the debate and discussion has been completed, the House Clerk will give a third reading of the bill, which will consist of reading aloud the title of the bill only.

15. During the debates on each bill, several students should either video-tape or tape record other class members in action.

OBJECTIVE E: Students will synthesize all points of view expressed in the legislative debates.

1. Play back taped debates. Each student should keep an evaluative tally sheet and score pertinent points made by each side.

2. After the third reading of the bill, the members of the House should vote on the bill. The House Clerk should call out the name of each member. As each member voices his vote, the House Clerk should record the vote beside his name.

3. If the bill passes by a majority vote (at least 14 out of 26 votes) in the House, the Speaker will certify that the bill has passed the House by writing "passed HR" on the face of the bill.

   (At this time the Senate members will assemble in the front of the classroom and the House members will become the observers. The bill now goes to the Senate. The Clerk of the Senate, appointed by the President of the Senate, will replace the HR letter and number with a new Senate letter and number. The Senate Clerk will give the bill its first reading by stating the title only. The procedures at this time will follow exactly those listed for the House with one exception. When the bill is ready for debate, members of the Senate are not limited by time in voicing their opinions for or against the bill.)

4. If the bill passed by the Senate is identical to the House bill, the President will make his decision on the passing of the bill by either placing his signature on the face of the bill, therefore accepting it, or by writing, "VETO," on the face of the bill, and at least 2 reasons for this action, therefore rejecting it.

Alternate Steps

5. If the Senate has added amendments or has changed the wording of the original bill in any way, the bill will go back to the House for a vote of acceptance by a show of hands. If the revised bill passes by a majority vote, it can then be sent to the President.

6. If the House does not approve the revised bill, the Speaker will appoint any 4 Representatives, and the President of the Senate will appoint any 4 Senators to a conference committee.

7. The conference committee will meet in a separate area of the classroom and discuss the debatable parts of the 2 bills. Each member should try to offer suggestions of compromise, and from these suggestions a final compromise bill should be decided upon. This bill must be formed so as to guarantee passage by both Houses.

8. Members of the 2 houses should vote on the acceptance of the compromise bill. A majority vote of each house is necessary for passage.

9. After this passage, the bill is sent to the President. If the President vetoes the bill, the veto may be overridden by a two-thirds majority vote in both houses. If the veto is not overridden, the bill does not become a law.

10. During the various stages of the mock legislature, several students who have access to cameras should take photographs of the activities taking place. Some activities may even be staged for dramatic effect. A filmstrip or slide show can be made from the pictures. The slide show or filmstrip can be produced with music and sound added by the students.

11. The tape of House and Senate debates should be used as a basis for critical evaluation of speech techniques used by students.

12. A class discussion should be held after the evaluation of the tapes. The following questions may be posed: "What were critical factors influencing the outcome of the bill?" and "Did the debate techniques used have any effect on the outcome of the bill?"

13. If the bill is passed into law, students should predict possible effects this passage will have on our society. These predictions should be made in impromptu speeches.

14. Several top-level students may wish to research the composition of our federal legislature and predict how the mock bill would fare in the actual federal legislature.

15. Have students prepare a speech summarizing the events of their mock legislature and the values gained from participating in such an exercise. They should be encouraged to use visual aids.

16. A contest may be held in which the students evaluate and select the top 2 speeches. The winning students may wish to present their speeches to other classes or organizations in the community.

IV. STUDENT RESOURCES

A. State-adopted textbooks

American Civics

The Art of Speaking, 2nd Revised Edition

Discussion and Debate

The Speech Arts

Speech for Today

B. Non-state-adopted supplementary materials

Acheson, Patricia. Our Federal Government: How It Works. New York: Dodd.

Adams, Harlen M. and Thomas C. Pollock. Speak Up. New York: Macmillan Co., 1964.

Allen, R. R., Sharol Anderson, and Jere Hough. Speech in American Society. Ohio: Charles E. Merrill Publishing Co., 1968.

Bailey, Stephen and Howard Samuel. Congress at Work. New York: Holt, Rinehart and Winston, Inc.

Bellegarde, Ida. Easy Steps to Correct Speech. Michigan: Harlo Press, 1971.

Brandes, Paul and William Smith. Building Better Speech. New York: Noble and Noble Publishers, Inc., 1963.

Cannon's Procedure in the House of Representatives. Washington, D.C.: G.P.O.

Commerce Clearing House Congressional Index. Illinois: C.C.H.

Congress and the Nation. Vol. 1 and 2. Washington, D.C.: Congressional Quarterly, Inc.

Congressional Directory. Washington, D.C.: G.P.O.

Congressional Quarterly Almanac. Washington, D.C.: Congressional Quarterly, Inc.

Congressional Quarterly Weekly Report. Washington, D.C.: Congressional Quarterly, Inc.

Congressional Record. Washington, D.C.: Government Printing Office.

Diamond, Robert, and Arlene Alligood, eds. Current American Government. Washington, D.C.: Congressional Quarterly Inc., 1970.

_____. Current American Government. Washington, D.C.: Congressional Quarterly Inc., 1971.

Digest of Public General Bill. Washington, D.C.: G.P.O.

Elting, Mary and Margaret Grossett. We are the Government. New York: Doubleday.

Hedde, Wilhelmina G., William N. Brigance, and Victor M. Powell. The New American Speech. Philadelphia: Lippincott Co., 1963.

Holisher, Desider and Graham Beckel. Capitol Hill. Abelard-Schuman.

Irwin, John and Marjorie Rosenberger. Modern Speech. New York: Holt, Rinehart and Winston, Inc., 1961.

Riddick, Floyd. The United States Congress: Organization and Procedure. Washington, D.C.: National Capitol Publishers.

Robinson, Karl F. and Charlotte Lee. Speech in Action. Chicago: Scott, Foresman and Co., 1965.

Ross, George. Know Your Government. New York: Rand McNally.

United States Code Congressional and Administrative News. Washington, D.C.: West Publishing Co.

United States Government Organization Manual. Washington, D.C.: U.S. Government Printing Office.

Zarefsky, David. America's Military Commitments. Illinois: National Textbook Corporation, 1969.

V. TEACHER RESOURCES

A. Textbooks

See Student Resources - A and B

B. Supplementary textbooks for teacher use

Balcer, Charles L. and Hugh F. Seabury. Teaching Speech in Today's Secondary School. New York: Holt, Rinehart and Winston, Inc., 1965.

Cartwright, Dorwin and Alvin Zander. Group Dynamics, Research and Theory. New York: Harper and Row, Publishers, 1953.

Gulley, Halbert E. Discussion, Conference and Group Process. New York: Rinehart and Winston, Inc., 1963.

Hare, Paul. Handbook of Small Group Research. New York: The Free Press, 1962.

Lamers, William and Joseph Staudacher. The Speech Arts (Teachers' Edition). Chicago: Lyons and Carnahan, 1966.

Lewis, George, Russell Everett, James Gibson, and Kathryn T. Schoen. Teaching Speech. Ohio: Charles E. Merrill Publishing Co., 1969.

McBath, James, ed. Argumentation and Debate: Principles and Practices. New York: Holt, Rinehart and Winston, Inc., 1968.

McBurney, James H. and Glenn E. Mills. Argumentation and Debate. New York: Macmillan Co., 1964.

Robinson, Karl F. and E. J. Kerikas. Teaching Speech, Methods and Materials. New York: David McKay Co., Inc., 1963.

C. Films

Films available from Dade County

Effective Listening. 15 min. B&W.	1-31548
Is There Communication When You Speak. 17 min. B&W.	1-13336
Say What You Mean. 20 min. B&W.	1-13332
The Making of the President 1960: The Battle for the Nomination, (Part 1). 45 min. B&W.	1-40009
The Making of the President 1960: The Battle for the Presidency, (Part 2). 40 min. B&W.	1-40010
Parliamentary Procedure. 12 min. B&W.	1-00387
Propaganda Techniques. 10 min. B&W.	1-00308
Public Opinion. 11 min. B&W.	1-00305
Legislative Process. 30 min. B&W.	1-30049
Florida's Legislative Process, 28 min. B&W.	1-30045
A Law is Made. 29 min. B&W.	1-30048
State Legislature. 22 min. B&W.	1-10168
The Congress. 20 min. B&W.	1-10165
The Congress. 9 min. B&W.	1-00470
Speaker of the House. 21 min. C.	1-10171
Wisconsin Makes Its Laws. 30 min. C.	1-30044
Speak Up. 12 1/2 min. B&W.	1-04504
Speech Conducting a Meeting. 11 min. B&W.	1-05574

Speech: Function of Gestures.
10 min. B&W. 1-04514

Speech Planning Your Talk. 11 min.
B&W. 1-04523

Speech: Platform Posture. 10 min.
B&W. 1-04507

Speech: Stage Fright. 10 min. B&W. 1-04510

Speech: Using Your Voice. 10 min.
B&W. 1-04518

How to Conduct a Discussion. 25 min.
B&W. 1-11793

Discussion Technique. 28 min. B&W. 1-31310

Using Visuals in Your Speech. 13 min.
C. 1-11792

Making Yourself Understood. 14 min.
B&W. 1-10402

Films available from other sources

How to Conduct a Meeting. U. S. Government. 20 min.

Meeting in Session. Teachers College.
20 min.

Parliamentary Procedure in Action. Coronet.
13 1/2 min.

How to Judge Facts. Coronet. 10 min.

How to Judge Authorities. Coronet. 10 min.

Government Films Department
United World Films, Inc.
1445 Park Avenue
New York, New York

Teachers College
Columbia University Bureau of Publications
525 West 120 Street
New York, New York

Coronet Films
Coronet Building
Chicago, Illinois

D. Records

Available from Dade County

Speak Up.	4-40211
Roosevelt, Franklin Delano: Message to Congress.	4-40434 4-40438 4-40440
Roosevelt, Franklin Delano.	4-40436 4-40444 4-40445
Patrick Henry's Famous Speech.	4-40028
Lincoln's Gettysburg Address.	4-40027
Lincoln's Second Inaugural Address.	4-40609
Let's Listen.	4-00024
Kennedy, John F.: The Presidential Years.	4-40360
Jefferson's First Inaugural Address.	4-40626
How You Talk.	4-00004

Available from other sources

Great American Speeches. Caedmon. TC 2016.

I Can Hear It Now. Educational Audio-Visual, Inc.

Caedmon Sales Corporation
277 Fifth Avenue
New York, New York

Educational Audio-Visual, Inc.
57 Wheeler Avenue
Pleasantville, New York

E. Tapes

Available from Dade County

A Child's Introduction to Historical American Speeches. 25 min.	3-00142
Documents and Speeches of America, Vol. 2. 30 min.	3-00138
Speech in Action. 42 min.	3-20319

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